



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

3 Elementary schools (includes K-8)

1 Middle/Junior high schools

1 High schools

K-12 schools

**5 TOTAL**

2. District Per Pupil Expenditure: 10219

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city

☒ Suburban school with characteristics typical of an urban area

☐ Suburban

☐ Small city or town in a rural area

☐ Rural

4. 35 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	6	23	6			0
K	8	14	22	7			0
1	16	25	41	8			0
2	11	13	24	9			0
3	14	13	27	10			0
4	15	14	29	11			0
5	17	15	32	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							198

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ 8 % Asian  
 \_\_\_\_\_ 1 % Black or African American  
 \_\_\_\_\_ 19 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 72 % White  
 \_\_\_\_\_ % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	200
(5)	Total transferred students in row (3) divided by total students in row (4).	0.150
(6)	Amount in row (5) multiplied by 100.	15.000

8. Limited English proficient students in the school: 14 %

Total number limited English proficient 27

Number of languages represented: 13

Specify languages:

Albanian (Gheg, Tosk), Arabic, Czech, Gujarati, Hindi, Korean, Panjabi (Punjabi), Polish, Portuguese, Spanish, Tamil, Thai (Saimese), Turkish

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 25

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>        </u> Autism	<u>        </u> 1 Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> 6 Other Health Impaired
<u>        </u> Deaf-Blindness	<u>        </u> 7 Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>        </u> 9 Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>        </u> 5 Multiple Disabilities	<u>        </u> 1 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>18</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	94%	94%	95%
Daily teacher attendance	97%	96%	96%	96%	96%
Teacher turnover rate	8%	0%	10%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Roosevelt School is a Pre K- 5 school with no dropout rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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Founded in 1955, Roosevelt Elementary School in North Arlington, New Jersey, with an enrollment of 198 students, has changed through the years as the demographics of the North Arlington community have changed. Formerly the district magnet bilingual school with a bilingual program in Spanish and Korean, Roosevelt School now is a diverse PreK -5 school community with a strong English Language Learning (ELL) program whose students come from all over the world and add to the school's colorful fabric and whose student body now consists of regular and self contained special education students who are mainstreamed into regular education classes. The dedicated staff, all of whom are Highly Qualified Teachers, in partnership with parents and community, is a dedicated group committed to providing students with a safe and supportive environment with high expectations.

The Roosevelt School staff values and celebrates the efforts and achievements of all our students and creates a positive school environment that builds character, appreciates diversity, develops critical thinking, appreciates the fine arts, includes parents and community partnerships, and generates a caring family atmosphere to develop all students' potential academically, socially, aesthetically, and emotionally.

The Roosevelt School family understands the 21st century student who is an active, green, and technologically connected global citizen who will have to be well prepared with 21st century skills to be successful in life. Roosevelt School is wired with a SmartBoard in every class to provide for the integration of technology in all subjects. In addition, there are mobile laptop carts and a computer lab, as well as classroom computers that students use to meet the NJ Core Curriculum Standards in technology integration.

At Roosevelt School academic success for each and every child is a priority and the educational setting at Roosevelt School involves the gathering and analysis of assessment data to tailor teaching to meet the needs of individual pupils. Study Island and Harcourt Think Central software are utilized to hone skills in math and language arts, and data from these programs, in addition to state assessments, portfolio assessments, and interim benchmark assessments, are collected and analyzed to form, implement, and modify individual plans for each student. School-wide intervention programs, differentiated instruction in the classroom, collaborative learning, and the use of learning centers in the classroom provide opportunities to support the individual needs of all students.

Roosevelt School provides a rigorous curriculum for grades Pre-K through 5 that is aligned to the New Jersey Pre-School Teaching and Learning Expectations and the New Jersey Core Curriculum Content Standards and implemented through content area pacing guides. Curriculum programs provide instruction which stresses development of 21st century skills, concepts, and understandings necessary in students' daily lives, now and in the future. Curriculum is broadened through classes in World Language (Spanish) and computer technology, physical education and health. All teachers are considered teachers of reading and writing and appreciation of the fine arts is developed through classes in music and art. Our students have presented their art work at the local public library and in virtual art galleries on our district website. Our students also perform annually in a holiday and spring concert, celebrate March as "Music in our School Month" and take advantage of opportunities for instrumental music lessons and participation in our elementary school band.

Roosevelt School staff launches special motivational learning programs for students throughout the year. The entire Roosevelt School student body plants gardens and trees, purchased bird feeders to learn birding, and became amateur entomologists as they raised Painted Lady butterflies from larvae, using all these experiences to understand nature and the physical world and to develop skills in science, math, and language arts literacy. And while reading is incorporated into every aspect of the school curriculum, and every teacher in our school is considered a teacher of reading, motivating experiences in reading take place throughout the grades. Reading motivational programs celebrated every year include Reading Celebration Day in September, the

Battle of the Books in the spring, Read across America in March, as well as a Summer Reading Program coordinated with the community public library.

At Roosevelt School parents are our biggest asset and they are provided many opportunities to be included in our school activities. Parents serve on PTO and other school committees, work as volunteers in the classes, cafeteria, and school library, participate in special programs in the classroom and assemblies, observe classroom activities, and provide technical assistance and career awareness. The PTO funds and implements an annual Ice Cream Social at the beginning of each year for families, staff, and staff's families to get to know one another and provides for an annual end of year Field Day for the entire school family. In addition, parents are included in the home-school connection with their children's homework activities, and recognizing that home/school partnerships are essential to student learning, a Partnership for Learning has been developed with parents, teachers and students signing a Compact for Learning every year.

Roosevelt School in North Arlington was chosen as a Professional Development School by New Jersey City University and a partnership school with Montclair University, Kean University and Felician College in New Jersey. It is a special place worthy of Blue Ribbon Status because every day staff, parents, and community work to provide a safe and supportive school environment with a rigorous curriculum that recognizes 21st century demands and needs, uses proven scientifically based education methods, and is founded on strong accountability for results.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

While continuing to meet Annual Yearly Progress (AYP) targets supplied by the New Jersey Department of Education, Roosevelt School's elementary test data across the five year period demonstrates consistently strong math scores in grades 3 and 5 with a slight decline in grade 4 for the 2008-2009 year only. Close analysis of this score indicated that in 2008-2009 another grade 4 class was formed in Roosevelt School due to the increase in student grade level enrollment. This prompted the placement of a teacher from a primary grade to teach this class for that year. This school year that grade has seen a decrease in enrollment, so there is one fourth grade class led by an experienced fourth grade teacher. In addition, Action Plans, developed by the principal and the teachers at data analysis sessions in the beginning of the 2009-2010 school year, included professional development and classroom modeling by the district math supervisor with a fourth grade target especially in sub group populations (i.e. BSI, Resource Room, and ELL classes).

Sub group analysis in Math for this five year period indicate significant increases in scores of grades 3 and 5 Economically Disadvantaged students. A slight decrease was seen in grade 4 for the 2008-2009 school year, most likely precipitated by the same explanation as the decrease in total student scores listed above. The Action Plan for the 2009-2010 school year (as mentioned above) addressed this concern.

Hispanic students continue to perform strongly in math, with a slight decline in the 2008- 2009 school year. The performance of LEP students, while numbers tested were small, does appear to indicate a downward decline trend. The Action Plan for the 2009-2010 school year (as mentioned above) has been implemented and is reviewed and modified continually through the analysis of benchmark assessments. The performance of Spec Ed students in math appears to indicate strength at grades 4 and 5, but there is no consistent trend in grade 3 analysis of data. Scores go up and down from year to year. The Spec Ed performance on NJASK 3,4,5, while strong, is lower than other sub groups.

While continuing to meet Annual Yearly Progress (AYP) targets supplied by the New Jersey Department of Education, Roosevelt School's elementary test data across the five year period demonstrates consistently strong Reading (LAL) scores in grades 3 and 5 with a slight decline in grade 4 for the 2008-2009 year only. As mentioned above in analyzing the math scores, this was a year with an addition of a fourth grade class led by a primary grade teacher. This school year that grade has seen a decrease in enrollment, so there is one fourth grade class led by an experienced fourth grade teacher. In addition, Action Plans developed by the principal and the teachers at data analysis sessions in the beginning of the 2009-2010 school year, included professional development in 6Traits +1 Writing and Professional Learning Community district grade level meetings sharing strategies with a fourth and fifth grade target especially in sub group populations (i.e. BSI, Resource Room, and ELL classes). Benchmark Assessments in reading (LAL) are monitored and concerns are addressed immediately through interventions.

Sub group analysis in Reading (LAL) for this five year period indicates significant increases in scores of grades 3 and 5 Economically Disadvantaged students with a trend toward increases in the numbers of ED students who performed in the Advanced Proficient level in both grades. A slight decrease was seen in grade 4 for the 2008-2009 school year, most likely precipitated by the same explanation as the decrease in total student scores listed above. The Action Plan for the 2009-2010 school year (as mentioned above) addressed this concern.

Hispanic students continue to perform strongly in reading (LAL) in grade 5, while the progress in grades 4 saw a slight decline in the 2008- 2009 school year and a declining trend in grade 3 for two years. The performance of LEP students, while numbers tested were small, does appear to indicate a downward decline

trend in grade 3 only. As part of the school Action Plan to address this concern, additional resources were ordered for the ELL teachers and students and professional development was provided for all teachers in teaching the ELL student in the regular classroom. In addition, the Action Plan for the 2009-2010 school year (as mentioned above) has been implemented and is reviewed and modified continually through the analysis of benchmark assessments.

The performance of Spec Ed students in Reading (LAL) appears to indicate varied progress. Scores go up and down from year to year. The Spec Ed performance on NJASK 3,4,5, is lower than other sub groups and there are more partially proficient Spec Ed students than in any other sub group. The number of Spec Ed students in Roosevelt School has steadily increased over the five year period. Action Plans for this trend has included the purchase of intervention materials for the Spec Ed classroom and resource room, grade level Professional Learning Communities which include Spec Ed teachers who work to develop curriculum maps, pacing guides, and modifications for grade level curriculum. The principal has also worked closely with the Spec Ed teacher and Spec Ed mainstream teachers to monitor classroom management, lesson planning, benchmark assessment scores, and interventions in place.

A reader not intimately familiar with the test scores denoting our school's assessment results, might note the large number of 0's contained within the assessment data for grade 5 subgroups. All data has been taken from the New Jersey Department of Education website at <http://www.state.nj.us/education/schools/achievement/> and was reported this way on the state data worksheets. It was reported this way for two possible reasons: first, NJASK grade 5 is a newer state assessment and these assessments in earlier years were field tests and data was not reported as disaggregated scores; secondly, because there are small numbers of subgroup students, anything less than 10 students was masked by the state and not reported.

Roosevelt Elementary School in North Arlington, new Jersey participates in the New Jersey Assessment of Skills and Knowledge (NJASK) in grades 3,4, and 5, as does all other elementary schools in North Arlington.

NJASK is an assessment based on the New Jersey Core Curriculum Content Standards. It is administered in all New Jersey public schools. With the enactment of the No Child Left Behind Act, it is administered every year to all children in grade 3 through 8. NJ ASK scores are reported as scale scores in each content area. The scores range from 100-199 (Partially Proficient), 200-249 (Proficient) and 250-300 (Advanced Proficient).

The performance level that demonstrates "meeting the standard" is the Proficient level. The web site where information on the New Jersey state assessment system can be found is <http://www.state.nj.us/education/assessment/>

## **2. Using Assessment Results:**

The principal of Roosevelt School, Mrs. Claire Greene, works with her teachers the first week of school to analyze test data and build school goals and action plans that correlate to district goals and gives teachers ownership of the plan. Mrs. Greene meets with clusters of teachers 3 grades at a time- target grade, grade above the target, and the grade below the target- to view and discuss student and curriculum strengths and needs, and she and her teams maintain a clear and continuing focus on these goals all year long through periodic after school meetings. These cluster meetings provide dialogue and insights into curriculum gaps, best practices, sub group performance, and correlated professional development or resources that might be needed. These meetings also provide teachers with the collegial confidence that they can effect change and improve student achievement.

In addition, data from curriculum pre and post testing, portfolio assessments, and interim benchmark assessments are also collected and analyzed periodically to form, implement, and modify individual plans for each student. These plans include placement into school-wide intervention programs, grouping for instruction, and planning differentiated instruction in the classroom.

Analysis of test data by teachers and principal is also used in determining and ordering needed resources and/or professional development, and planning for collegial classroom observations and lesson sharing within a Professional Learning Community. End of year Intervention and Referral Service (I&RS) data is analyzed to review any patterns that can be addressed regarding academic, social, or behavioral needs within the school community, and end of year assessment data analysis and articulation provides for easy student transitioning from PreK to K and grade 5 to middle school student placement.

### **3. Communicating Assessment Results:**

Close communication with parents is a hallmark of Roosevelt School. The home school communication is a two way flow with parents being encouraged to call or write if they have concerns about a child's progress, and teachers call parents right away to prevent concerns from developing into problems. Parent communication is audience sensitive and for those parents whose native language is other than English, the services of a translator is always secured.

There is an open door policy at Roosevelt School and all Roosevelt teachers have school voice mail and e-mail so parent communication is on- going and positive as well as problem identifying. In addition, Roosevelt School is connected to our district website Parent Portal as part of our student management system, and parents are given passwords to enter at any time to monitor their child's classroom progress and scores from interim benchmark assessments such as Study Island results.

Prepared copies of Student Information Data from state assessments and standardized testing is sent home to parents with detailed explanations. Parents of those students who scored below Proficient on these assessments are called in for conferences with the classroom teacher to work together to form an individualized program for student growth. Students in grades 3,4, and 5 are incorporated in these conferences as much as possible.

Report cards are sent home four times a year, progress reports for struggling students are sent home weekly, and warning notices are sent home immediately when a teacher notices a student's grades are falling. Formal parent conferences are held once a year in grades PreK -5 and at this time primary grade student portfolios are reviewed with the parent. The student portfolio is also used at the end of the year to measure growth and is passed on to the next teacher for individualized planning purposes.

State assessment results for all the schools in North Arlington are published in the local and regional newspapers, the Superintendent of Schools prepares a Community Forum annually to review test result data for the entire district with the community, and he sends the results out to the community in one of our district newsletters using graphs, charts, and grids, along with explanations to assist in understanding. The Roosevelt School state report card, which contains all state data for our school is also published on our district website for the community to view.

Close communication with parents is a hallmark of Roosevelt School. The home school communication is a two way flow with parents being encouraged to call or write if they have concerns about a child's progress, and teachers call parents right away to prevent concerns from developing into problems. Parent communication is audience sensitive and for those parents whose native language is other than English, the services of a translator is always secured.

### **4. Sharing Success:**

The large electronic bulletin board, donated by a community bank, standing outside our district high school which houses the North Arlington Board of Education says it all: "We are a high achieving school district." The success of Roosevelt School is part of a district vision, and we are proud to share our successes with the

community, the parents, surrounding schools, or anyone who is interested in what makes it all work in our school.

We share our success with future teachers: Roosevelt School has been designated a Professional Development School for New Jersey City University and continues to facilitate student teaching practicums and internships from them, Montclair University, Felician College and Kean University.

We share our success with neighboring teachers: Roosevelt School teachers annually participate in professional development articulation meetings with a consortium of South Bergen County schools.

We share our success with our district colleagues: Roosevelt School teachers work in Professional Learning Communities with the other elementary schools within our district and meet four times a year to review benchmark assessment data, share sample lessons and exchange strategies that are working in our school.

We share our success with the community: Roosevelt School works diligently to provide press releases for local newspapers to share our school accomplishments, as well as to provide monthly highlights to our district web site to spotlight the academic, social, and aesthetic activities and achievements of our students.

And, if our Roosevelt School family is recognized with Blue Ribbon School Status, we will fly that banner proudly, continue all of the above, and turn this honor into a technology integrated school project that will be posted on our district website

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Roosevelt School curriculum is a standards based curriculum aligned to the New Jersey Core Curriculum Standards that promotes achievement for all students. The curricula is delivered through the use of district grade level pacing guides and supports student achievement through the principles of differentiated instruction based on the needs of individual students using both formative and summative assessment data and teacher input. All classrooms are technology connected with computers and SmartBoards, and technology is utilized for delivery of curricula, creative projects, research, and lesson design as well as for the student management system.

Active learning and developmentally appropriate research based instructional strategies are stressed and in-serviced. Twenty-first century skills are integrated into the curriculum through the use of real world creative projects, critical thinking and problem solving, reading and writing across the curriculum, the use of collaborative student groups, and the integration of technology into lesson and unit plans. The curriculum is articulated both horizontally and vertically through grade level meetings throughout the year (at least four times) among all elementary schools, and teacher technology support is provided through training by a district Team Technology Integration (TTI) in how to use/extend the use of SmartBoards and computer assisted learning to deliver lessons, access on- line supplemental resources, and integrate technology into unit planning. All curricula are delivered by Highly Qualified teachers.

The PreK program at Roosevelt School uses the New Jersey state approved researched based Creative Curriculum which is aligned to the NJ Standards & Expectations for Pre School and is delivered in a half-day program five times a week. This approach places a strong emphasis on promoting language skills with children because all literacy depends on language development. Curricula for grades K-5 is outlined below.

In Language Arts Literacy (LAL) the annually approved written curriculum is delivered through a theme based integrated language arts framework that includes reading, writing, spelling, grammar, listening, and speaking. Resources for differentiating instruction are provided within the program. The curriculum implementation is monitored by principals through lesson plans and grade level benchmarks and interim assessments that help to plan instruction. Technology is integrated across the LAL program through the use of a technology rich component of the Harcourt Houghton Mifflin LAL program, *Think Central*. This program combined with the benchmark assessments of the Study Island program in LAL provides plenty of data to monitor student and program success, note students' strengths and needs, and to plan interventions accordingly. The LAL curriculum is delivered in a daily 90 minute block of time.

The Math curriculum is delivered as interactive lessons that focus on concept development, problem solving and practice, plus real world situations that link math to everyday experiences and keep the students engaged. Math manipulatives are utilized, technology is used through the use of Study Island math, and there is a district math supervisor who visits Roosevelt School and delivers model lessons, participates in teacher workshop activities, and assists teacher with planning to meet identified needs. The math curriculum is also delivered in a daily 90 minute block of time.

Both Science and Social Studies curricula are delivered two or more times a week. Science content literacy is aligned to the NJCCC Standards and is delivered through the use of themes/strands with a science text as a resource along with modules for class-room tested, research based, hands-on activities. Social Studies curriculum delivers core standards based content along with engaging research based activities to further understanding and engage students in Social Studies in action while exploring map and geography skills,

character education, and economic literacy. Reading, research, study skills and writing are integrated across both content areas.

Fine Arts Curriculum is aligned to the NJCCC Standards and is delivered once a week through art and once a week through music. Music curriculum is delivered through group activities in both choral and instrumental music. The fine arts curriculum provides for opportunities to demonstrate learning through school and community performances and displays. Additional voluntary art and music student activities are provided as after school art clubs and a Roosevelt School band and orchestra. These are blended to become a district elementary school band and orchestra.

The World Language curriculum is delivered through Spanish instruction once a week in all the classes. Curriculum emphasis is on conversational Spanish and cultural understanding. An integrated physical education and health curriculum that is aligned to the NJCCC Standards is delivered twice a week. Delivery of Phys Ed and Health is a sequential instructional program taught by physical education teachers in which students learn to develop healthy lifestyles. Health curriculum is supplemented by periodic classroom and theme instruction delivered by the school nurse.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading curriculum is a balanced literacy program which comprises the five essential components of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) with integrated language arts instruction administered in a 90 minute block. The NJCCC Standards form the foundation of the reading program using resources to differentiate instruction based on students' formative and summative assessment data as well as teacher anecdotal records. Reading curriculum is administered to students through flexible grouping and learning centers as a classroom management strategy. The Harcourt Storytown program is the support of the reading program. This was chosen by teachers because it is a research-based program written by credible authors in the field, integrates all the language arts, provides leveled resources for three levels of students as well as corresponding materials for special education and English Language Learner students. In addition, a rigorous intervention program is provided for supplemental assistance to those students who need it. High quality children's literature as well as informational texts, direct instruction, systematic intervention strategies and ample practice and application of skills are used to teach and reinforce learning. Technology integration, robust vocabulary, higher level questioning, and ideas to teach skills across the content areas are mainstays of the program.

We believe in a solid foundation of phonics through grade 3 along with materials to support this instruction (decodable books, word, letter, and word building cards, spelling sound cards, phoneme phones). Rigorous and engaging comprehension instruction focuses on skills and strategies taught directly in a consistent lesson design (2+2 then Review), providing a fifth week review process that motivates and improves comprehension using Reader's Theater and bridges reading to content area reading and other genres. In addition, a robust vocabulary instructional routine, developed by Dr. Isabel Beck, has increased students' vocabulary knowledge and understanding. The reading –writing connection is explored through process writing using 6 Traits +1.

#### **3. Additional Curriculum Area:**

The mission of the North Arlington Elementary Schools provides that curricula is reflective of the NJCCC Standards and that it enables students to develop their potential academically, socially, and emotionally, as well as to meet the challenges of the 21<sup>st</sup> century. In addition, the mission states classes must maintain a supportive environment that invites critical and independent thinking in an increasingly technological world.

To that extent, the Roosevelt School math curriculum is aligned to the New Jersey Core Curriculum Content Standards and provides opportunities for students to develop their potential as the curriculum is delivered as

direct instruction, interactive lessons that focus on concept development, problem solving and practice, and real world situations that link math to everyday experiences and keep the students engaged. Data analysis of periodic formative and summative assessments provide teachers with information to use students' strengths and needs to develop flexible grouping for instruction as well as intervention, and preparation for Algebra begins in Kindergarten.

The math classroom environment is supportive, providing a combination of direct instruction, individual learning at math centers, and group collaborative problem solving. The integration of best practices as defined by research and hands-on activities using math manipulatives are utilized, as well as 21<sup>st</sup> century themes and technology. Technology is used through the use of Study Island math, SmartBoard technology to provide interactive and engaging lessons and projects, and computer and calculator assisted lessons. There is a district math supervisor who visits Roosevelt School and delivers model lessons, participates in teacher workshop activities, and assists teacher with planning to meet identified needs. Reading in math is critical for student success, so the development of content reading and vocabulary skills, as well as writing, are important elements of the math program. The math curriculum is also delivered in a daily 90 minute block of time.

#### **4. Instructional Methods:**

Roosevelt School recognizes the uniqueness of each student. Assessment is an integral part in planning instruction for all children and a varied assessment program at Roosevelt School assists teachers in diagnosing students' strengths and needs and planning for differentiation. In Roosevelt School assessment data is provided by portfolio assessment in grades PreK, and K, NJPASS in grades 1 and 2, and the NJASK in grades 3, 4 and 5. In addition, pre and post testing, and formative and benchmark testing provide teachers with information to identify and to address the needs of gifted and talented students, struggling students, ELL students, and special needs students as well as to identify any gender equity problems through analysis of sub group data.

Every classroom teacher must keep the District *Instructional Guide for Mainstream Teachers* attached to the inside of the plan book to provide examples of accommodations, instructional strategies, and modifications that have been proven through research to work to differentiate instruction and to improve teaching and learning. In addition, all grade levels classrooms contain theme connected resources in math and LAL that are leveled to meet the needs of three groups of students (on grade level, below grade level, and above grade level) as well as teacher resources for the Special Ed and ELL teacher. Basic Skills teachers and Resource Room teachers are utilized for intervention programs, as well as a Reading Specialist.

Special Ed students are mainstreamed in the regular classes according to their IEP, and all regular ed teachers receive instruction from the Child Study Team and the Special Ed classroom teacher on how to include them in the classroom curriculum. ELL students are provided additional reading support through the ELL teacher and the ELL teacher provides workshops to classroom teachers on how to meet the needs of culturally different students.

The process for identifying students with special abilities is on-going, positive, and flexible. The district has a G & T Program Guide for each teacher which defines the program and contains resources for activities and listings of modifications for LAL, Math, Science, and Visual and Performing Arts.

#### **5. Professional Development:**

At the beginning of the new school year, mindful of the needs of the students and the staff based on the results of the state assessments (NJASK), other assessments (NJPASS), the mandates of No Child Left Behind, the Professional Development Standards for Teachers, and the district and school goals, the teachers at Roosevelt School create action plans for educational improvement and complete a needs survey and submit it to the District Local Professional Development Committee for insertion into the district plan for professional

development that is approved by the Board of Education and submitted for approval to the County Superintendent.

This year marked the beginning of a new process whereby each individual district school elected a School Professional Development Committee and that committee instituted and compiled their own school survey and used that plus the information mentioned above to formulate a Professional Development Plan for the individual school, in this case Roosevelt School.

The goal of Roosevelt School professional development is to improve performance skills of all learners; foster supportive interactions to improve teaching and learning; use data to guide instruction; integrate subject areas to meet NJ Core Curriculum Standards and to increase teachers' academic and classroom management knowledge to improve learning.

At Roosevelt School Professional Development Faculty Meetings which meet once or twice a month, staff address school-wide educational improvement plans and also how to advance understanding of research based instructional strategies (i.e. using Study Island as formative assessment, using SmartBoards to teach math, understanding the 6 traits writing program). In addition, these professional development sessions have provided guidance in using data to differentiate instruction (i.e. data analysis) and improving parental involvement and meeting the needs of the struggling student (i.e. Intervention & Referral Services training).

Furthermore four two hour after school professional development sessions are utilized during the school year to allow Professional Learning Community grade levels meetings so teachers can meet to create curriculum pacing guides/maps/benchmark assessments aligned to the revised NJ Core Curriculum Content Standards, review test data, share successful strategies, model lessons, and learn to use technology to integrate 21<sup>st</sup> Century skills in the classroom. Three half days and two full days of Professional Development are also used to extend Professional Learning Communities and/or to present workshop sessions in state mandated topics such as Bullying, and allow teachers to provide professional development to their colleagues in their field of expertise (i.e. Addressing the Needs of the ELL Student in the Regular Classroom).

## **6. School Leadership:**

Roosevelt School is a family and functions as one as the principal, staff, and parents all work together to build relationships to organize for excellence and benefit the student body. This collaborative leadership would include maintaining effective classrooms, the supports that affect these effective classrooms, and the elements which provide a safe and supportive classroom environment. All this involves teamwork- teamwork between the principal and the teachers, between the school and the home, and among the teachers who work together.

The principal, Mrs. Claire Greene, while maintaining an open door policy to all, is a facilitator who networks to find the people, places, and resources that will provide for the needs identified by the Roosevelt School family which can range from contacts with Child Study Team members, to social agencies, local community agencies, district curriculum leaders, and professional development providers.

Mrs. Greene works with her teachers the first week of school to analyze data and build school goals and action plans that correlate to district goals and gives teachers ownership of the plan. She meets with clusters of teachers 3 grades at a time- target grade, grade above the target, and the grade below the target- to view and discuss student and curriculum strengths and needs and she and her teams maintain a clear and continuing focus on these goals all year long through periodic after school meetings. Mrs. Greene monitors for effective classrooms and action plan implementation through observations, walk bys, personal contact, and weekly lesson plan review.

Mrs. Greene looks for the strengths in all of the Roosevelt School family and works to these strengths to provide staff and parent leadership in professional development, committee leadership, fund raising, school



safety, parent and student programming, school facilities management, student motivation, after school clubs and activities, cultural study, and enrichment lessons.

Mrs. Greene holds two faculty meetings a month one of which is used as a professional development workshop based on the identified needs of the School Professional Development Committee and their annual plan. A second monthly faculty meeting is used to address school policies, district mandates, school committee summaries, or any student, parent, or staff issues that need to be discussed in a professional dialogue.

Mrs. Greene clearly communicates the goals and values of Roosevelt School to students, parents, and staff, with an emphasis on growth and plans for this through collegial leadership and effective home-community-school relationships.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NJASK3

Edition/Publication Year: 2010

Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	94	100	96	100
% Advanced	55	59	93	36	56
Number of students tested	22	34	22	22	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2010

Grade: 3      Test: NJASK3  
Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	91	100	91	96
% Advanced	5	6	23	0	4
Number of students tested	22	34	22	22	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2010

Grade: 4      Test: NJASK4  
Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	100	96	100	89
% Advanced	26	67	46	62	43
Number of students tested	42	27	24	26	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2010

Grade: 4      Test: NJASK4  
Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	96	96	91	89
% Advanced	5	4	0	0	4
Number of students tested	42	27	24	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: NJASK5

Edition/Publication Year: NJ Dept. of Ed 2/22/10

Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	92	100	92	0
% Advanced	44	27	42	40	0
Number of students tested	27	26	26	25	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
info not available for 05, 06, 07					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2010

Grade: 5      Test: NJASK5  
Publisher: School Report Card

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	79	96	80	0
% Advanced	26	8	12	8	0
Number of students tested	27	24	26	25	0
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: